



## LANGUAGE LEARNING STYLE PREFERENCES:

# AN ANALYSIS ON GENDER DIFFERENCES IN ONLINE LEARNING AT SENIOR HIGH SCHOOL 4 BANGKO PUSAKO

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**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**  
**PEKANBARU**  
**1442 H/2021 M**

State Islamic University of Sultan Syarif Kasim Riau



# LANGUAGE LEARNING STYLE PREFERENCES:

## AN ANALYSIS ON GENDER DIFFERENCES IN ONLINE LEARNING AT SENIOR HIGH SCHOOL 4 BANGKO PUSAKO

Thesis

Submitted In Partial Fulfillment of the Requirements  
For Bachelor Degree of English Education  
(S.Pd.)



UIN SUSKA RIAU

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Pekanbaru, 11 Dzulqaidah 1442  
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Pekanbaru, Dzulhijjah 24<sup>th</sup> 1442 H  
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## ACKNOWLEDGEMENT



In the name of Allah the most gracious and the most merciful, all praises belong to Allah the Almighty, the lord of Universe. Through His guidance and blessing, the researcher has completed the final research paper as an academic requirement to finish her bachelor degree at Faculty of Education and Teacher Training, State Islamic University (UIN) of Sultan Syarif Kasim Riau. Then, Sholawat and Salam always be presented to the last messenger of Allah, Prophet Muhammad who has inspired and lightened many people up all around the world. Also thanks to the researcher's beloved parents, Mr. Suriadi, Mrs. Ruri Lestari for their endless attention, support, motivation, help, love and care. In conducting the research and finishing this project paper, the researcher got suggestion, encouragement, motivation, and support from many people. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that writer is able to finalize and publish this research:

1. Prof. Dr. Hairunnas, M.Ag., Rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. Hj. Helmiati, M.Ag., as the Vice of Rector I, Dr. H. Mas'ud Zein, M.Pd., as Vice of Rector II, Edi Erwan, S.pt., M.Sc., ph.D., as Vice of Rector III and all staff. Thanks for your kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. Zarkasih, S.Ag., M.Ag., the Vice of Dean I. Dr. Zubaidah Amir, M.Z., M.Pd., the Vice of Dean II. Dr. Amirah Diniaty, M.Kons, the Vice of Dean III, and all staff. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, SS., M. Hum., the Head of English Education Department and Dr. Nur Aisyah Zulkifli, M.Pd., the Secretarty of English Education Department, who has given correction, suggestion, support and guidance in completing the thesis. Thank you for all of your kindness and encouragement.
4. Dedi Settiawan, M.Pd., the researcher's supervisor who has given correction, suggestion, support, advice, and guidance in completing this thesis.
5. Cucu Raudhatul Miski, M.Pd., as my academic supervisor and all lecturers of English Education Department who have given suggestions and motivations.



6. The researcher's brother, Bima Alwibi Ramadansyah. Thank you for their endless attention, support, motivation, help, love and care.

Dedy Junaidi, S.Pd., M.Pd., The Headmaster of State Senior High School 4 Bangko Pusako, all of the teacher and staff, and students who has given the time, helps, and support in completing this thesis.

The researcher's friends: Sari'ah, Wahyu Anggraini, Nila Arnisya Ritonga, Ema Yunita, A.Md.Keb., Devi Arvianti, S.Si., Riki Agustian, S.Kom., Rezi Wiranda, A.Md., Erwin Kurniawan, A.Md., Indah Repsiani, S.Ikom., Siti Puji Rahayu, SE., Sri Rahayu Ningsih, Emylia Nirwana, Ananda Rizky Fadillah, S.P. Thank you for supporting me. Special thanks to Syahdandi Raharditya, Fratiwi Andriani, S.Pd., Yolla Gustriani, S.Pd., Siska Mandala Putri, S.Pd., Nur Sylvia Resi Efriani, Sari Khairani, S.Pd., Iskandar Zulkarnain, S.Pd. for their help this thesis. You guys make my days full of fun. You are my best friend and I am sure we will get our dreams in the future.

9. All of the researcher's friends of PBI F class, for their support, help and memories during togetherness, and for all people who have given the researcher great support in carrying out finishing this thesis which cannot be written one by one.

Finally, the researcher realizes that this thesis is not perfect. Therefore comments, criticisms, and suggestions will be very much appreciated.

Pekanbaru, August 03<sup>rd</sup> 2021

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**ABSTRACT**

**Dini Rizkia Novianti (2021) : Language Learning Style Preferences: An Analysis on Gender Differences in Online Learning at Senior High School 4 Bangko Pusako**

This research was conducted based on the variety of language learning style preferences in English learning at Senior High School 4 Bangko Pusako. The objectives of this research were to find To find out the extent of the male and female students' language learning style preferences different at Senior High School (SMAN) 4 Bangko Pusako. The design of this research was a descriptive quantitative design. The sample of this research was the students of Senior High School 4 Bangko Pusako who are studying English lessons. The researcher took 100 students of 601 students; there were 50 male students and 50 female students of Senior High School 4 Bangko Pusako. In data collection, the researcher used questionnaires to identify students' language learning style preferences that descriptively interpret the information. The researcher used SPSS 20 Version in order to analyze the data. In short, the researcher concluded that both male and female students' language learning style preferences were different. The difference are 46% male students and 42% female students are reflective learner category, and 52% male students and 58% female students are impulsive learner.

**Keyword:** *Language Learning Style Preferences, Gender Differences, Online Learning*

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## ABSTRAK

**Dini Rizkia Novianti (20021) : Preferensi Gaya Belajar Bahasa: Analisis Perbedaan Gender dalam Pembelajaran Online di SMAN 4 Bangko Pusako.**

Penelitian ini dilakukan berdasarkan keragaman preferensi gaya belajar bahasa dalam pembelajaran bahasa Inggris di SMA Negeri 4 Bangko Pusako. Tujuan penelitian ini adalah untuk mengetahui sejauh mana perbedaan preferensi gaya belajar bahasa siswa laki-laki dan perempuan di Sekolah Menengah Atas (SMAN) 4 Bangko Pusako. Desain penelitian ini adalah desain deskriptif kuantitatif. Sampel penelitian ini adalah siswa SMAN 4 Bangko Pusako yang sedang belajar bahasa Inggris. Peneliti mengambil 100 siswa dari 601 siswa; ada 50 siswa laki-laki dan 50 siswa perempuan di SMA Negeri 4 Bangko Pusako. Dalam pengumpulan data, peneliti menggunakan kuesioner untuk mengidentifikasi preferensi gaya belajar bahasa siswa yang menafsirkan informasi secara deskriptif. Peneliti menggunakan SPSS Versi 20 untuk menganalisis data. Singkatnya, peneliti menyimpulkan bahwa preferensi gaya belajar bahasa siswa laki-laki dan perempuan berbeda. Perbedaannya adalah 46% siswa laki-laki dan 42% siswa perempuan adalah kategori pembelajar reflektif, dan 52% siswa laki-laki dan 58% siswa perempuan adalah pembelajar impulsif.

**Kata Kunci:** *Preferensi Gaya Belajar Bahasa, Perbedaan Gender, Pembelajaran Online*



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### ملخص

ديني رزقيا نوفياني، (٢٠٢١): تفضيلات أسلوب تعلم اللغة : تحليل الاختلافات بين الجنسين في التعلم عبر الإنترنت في المدرسة الثانوية الحكومية ٤ بانجكو فوساكو

تم إجراء هذا البحث بناء على تنوع تفضيلات أسلوب تعلم اللغة في تعلم اللغة الإنجليزية في المدرسة الثانوية الحكومية ٤ بانجكو فوساكو. وهدفه معرفة مدى الاختلافات في تفضيلات أسلوب تعلم اللغة لدى التلاميذ في المدرسة الثانوية الحكومية ٤ بانجكو فوساكو. تصميم هذا البحث تصميم وصفي كمي. وعينته هي تلاميذ المدرسة الثانوية الحكومية ٤ بانجكو فوساكو الذين يدرسون اللغة الإنجليزية. أخذت الباحثة ١٠٠ تلميذ من ٦٠١ تلميذا ؛ هناك ٥٠ تلميذا و ٥٠ تلميذا من المدرسة الثانوية الحكومية ٤ بانجكو فوساكو. في جمع البيانات، استخدمت الباحثة الاستبيان لتحديد تفضيلات أسلوب تعلم اللغة لدى التلاميذ لتفسير المعلومات وصفيًا. استخدمت الباحثة برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٠ لتحليل البيانات. باختصار، استجبت الباحثة أن تفضيلات أسلوب تعلم اللغة لدى التلاميذ لا تختلف. و٤٢٪ من التلميذات هم من فئة المتعلمين المنعكسين، و٥٢٪ من التلميذات من فئة المتعلمين المندفعين.

الكلمات الأساسية : تفضيل أسلوب تعلم اللغة، الاختلاف بين الجنسين

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## LIST OF CONTENT

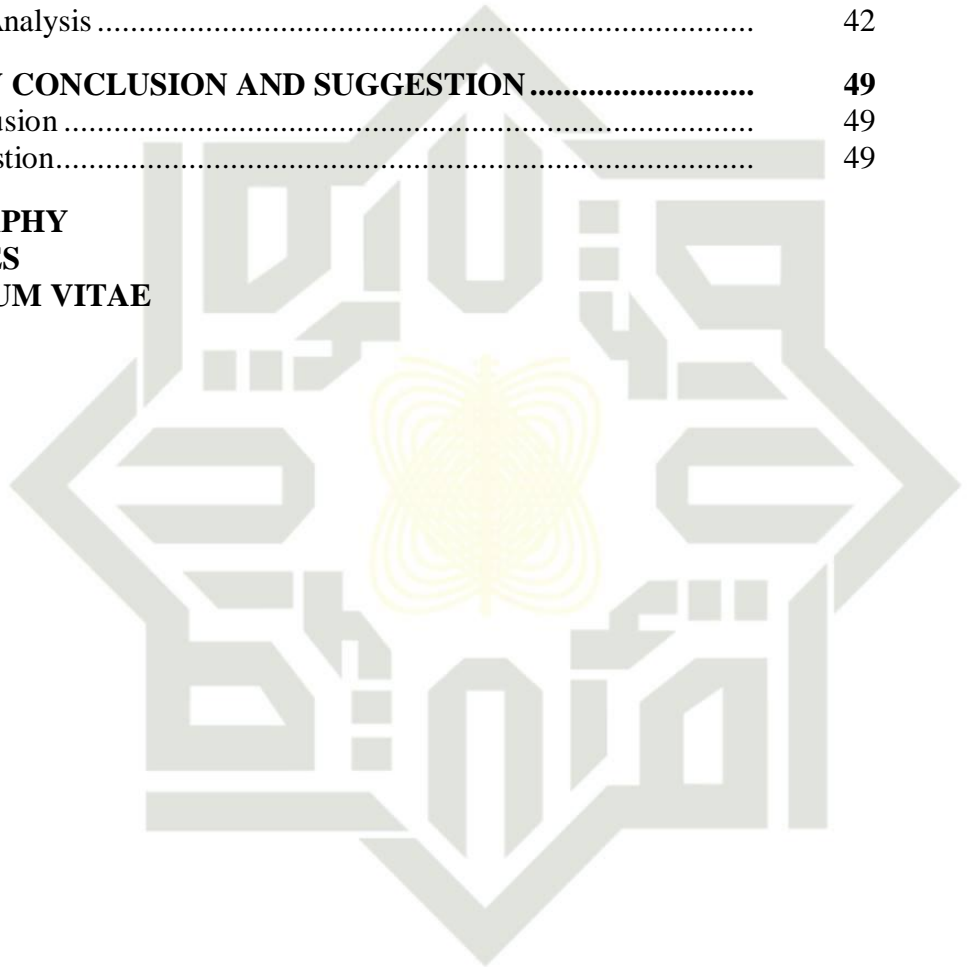
<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINERS APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ABSTRAK .....</b>	<b>vi</b>
<b>1. ....</b>	<b>vii</b>
<b>LIST OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF CHART .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Problem .....	4
1. Identification of the Problem .....	5
2. Limitation of the Problem .....	5
3. Formulation of the Problem .....	5
C. Objectives and Significance of the Research .....	5
1. Objectives of the Research .....	5
2. Significance of the Research .....	6
3. Reasons the Title for Choosing .....	7
D. Definition of the Term .....	7
1. Online Learning .....	7
2. Language Learning Style .....	7
3. Gender Differences .....	8
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>9</b>
A. The Theoretical Framework .....	9
1. Definition and Categorization of Learning Style .....	9
2. The Role of Learning Style in Learning Teaching .....	9
3. Online Learning .....	10
4. Language Learning Style .....	11
5. Types of Learning Style .....	13
6. Gender Differences in Online Learning .....	19
B. Relevant Research .....	21
C. Operational Concept .....	24
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>25</b>
A. Research Method .....	25
B. Time and Location of the Research .....	25
C. Subject of the Research .....	25
D. Object of the Research .....	25
E. Population and Sample .....	26
1. Population .....	26



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2. Sample .....	26
F. Technique of Data Collection .....	27
1. Questionnaire .....	27
G. Validity and Reliability .....	28
H. Technique of Data Analysis.....	30
<b>CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS ...</b>	<b>32</b>
A. Data Presentation .....	32
B. Data Analysis .....	42
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>49</b>
A. Conclusion .....	49
B. Suggestion.....	49
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	



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## LIST OF TABLES

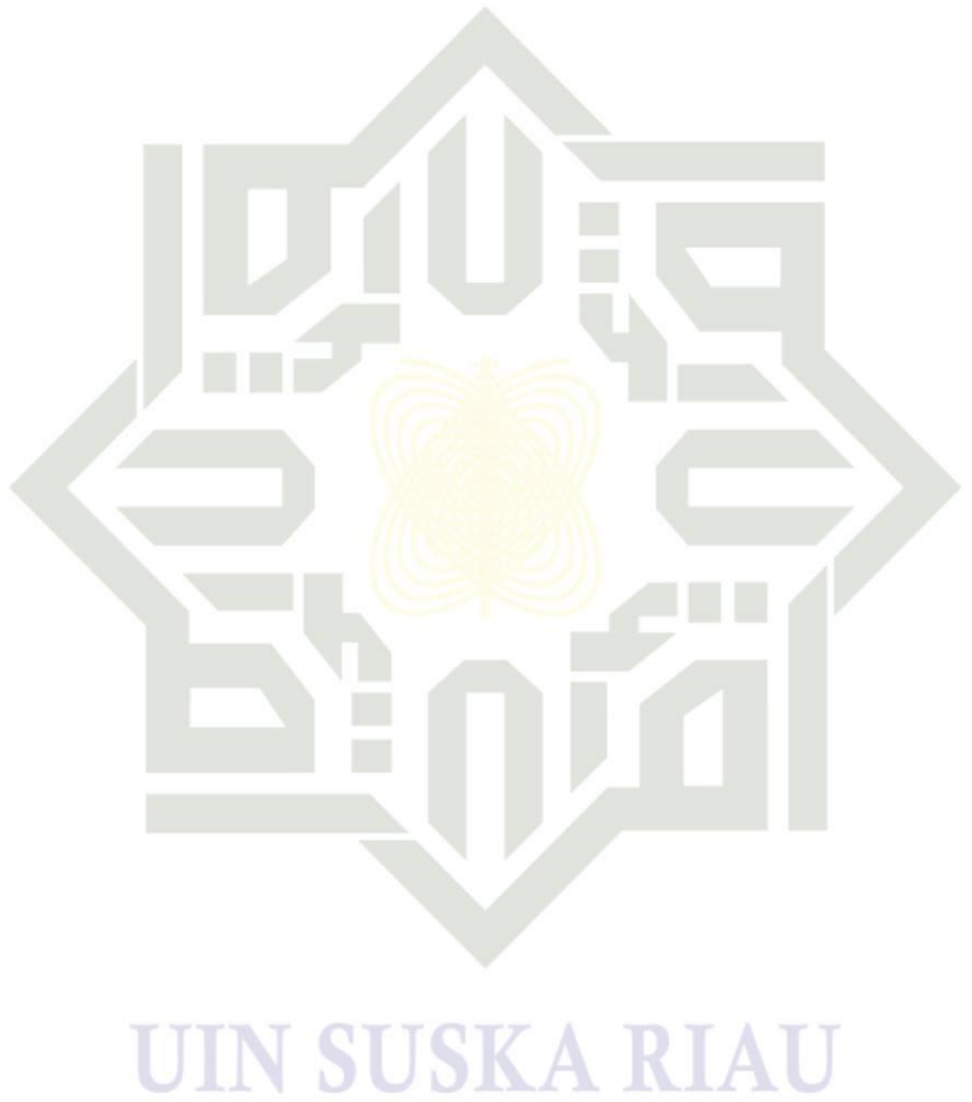
Table III.2 The Level of Realibility .....	30
Table III.3 Reliability Statistic .....	30
Table IV.1 Item 1 of Male Students .....	32
Table IV.2 Item 2 of Male Students .....	32
Table IV.3 Item 3 of Male Students .....	33
Table IV.4 Item 4 of Male Students .....	33
Table IV.5 Item 5 of Male Students .....	34
Table IV.6 Item 6 of Male Students .....	34
Table IV.7 Item 7 of Male Students .....	35
Table IV.8 Item 8 of Male Students .....	35
Table IV.9 Item 9 of Male Students .....	36
Table IV.10 Item 10 of Male Students.....	36
Table IV.11 Item 1 of Female Students .....	37
Table IV.12 Item 2 of Female Students .....	37
Table IV.13 Item 3 of Female Students .....	38
Table IV.14 Item 4 of Female Students .....	38
Table IV.15 Item 5 of Female Students .....	39
Table IV.16 Item 6 of Female Students .....	39
Table IV.17 Item 7 of Female Students .....	40
Table IV.18 Item 8 of Female Students .....	40
Table IV.19 Item 9 of Female Students .....	41
Table IV.20 Item 10 of Female Students .....	41
Table IV.21 Recapitulation of Male Students .....	42
Table IV.23 Recapitulation of Female Students.....	44

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## LIST OF CHART

Chart IV.1 Recapitulation of Male and Female Students .....	47
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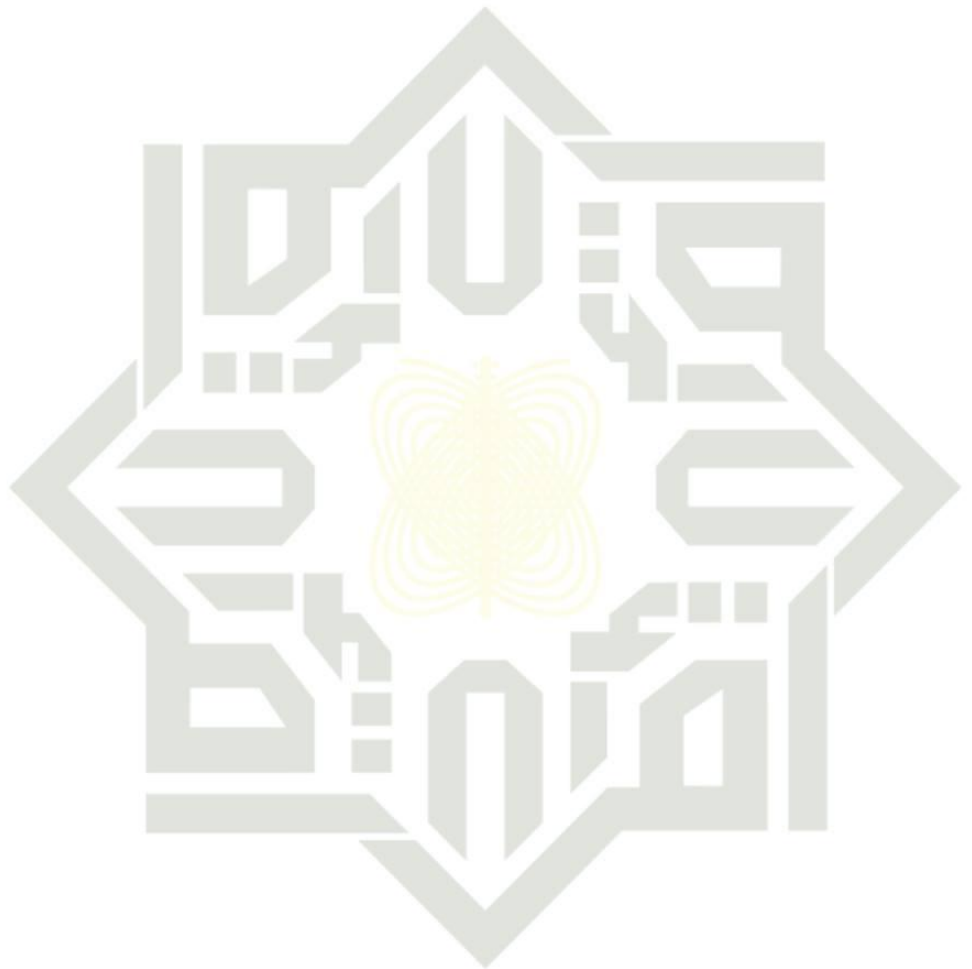


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**LIST OF APPENDICES**

Appendix 1	Instrument of the Research
Appendix 2	Thesis Guidance Activity
Appendix 3	Result
Appendix 4	Documentation



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Rapid advances in telecommunication techniques have inspired many countries to adopt online learning (which is also referred to as e-learning) into school education and life-long learning, thereby offering more diverse and convenient learning options for students. With the deep integration of information technology and education, online learning has become more and more widespread. In traditional classroom teaching, learners have relatively fixed and specific characteristics. However, online learners are more extensive and have individual differences in knowledge level, learning style and learning ability. According to most education researchers, learning style is one of the most factors affecting personality differences and has a good influence on the learning process.

Learning styles are how a person approaches a range of tasks (Gardner, 1983). He states that in a variety of different ways, the styles are categorized; they are visual, auditory, and kinesthetic, impulsive and reflective, right and left brain.

He then argues that there are no specific guidelines for the idea of learning styles as to how one can describe a learning style, where the style comes from, and how it can be understood and tested. "He defines the concept of styles of learning as" a theory of how an individual approaches a variety of materials (Gardner, 1983, p.2). Besides, Benati and Van Patten (2010) point out that learning style have been examined from various perspectives. Some researchers

have, for example, attempted to find ways to measure and evaluate them. Some have looked into their categories and meanings. And some of them have tried to find a connection between styles of learning with several variables such as gender, age, performance, and culture. In learning, therefore, learning style is an important question.

Other previous researchers have conducted some studies on general learning style. The learning styles were evaluated in the context of traditional classrooms (Bire & Bire, 2014; Rijal & Bachtiar, 2015; Knoll, Otani, Skeel & Van Horn, 2017; Vizesfar & Toribizadeh, 2018; Nancekivell & Gelman, 2019; Rogowsky, Belt, Barbara, Colhoon, Tallal, 2020). Also, Shuib and Azizan (2015) found that few studies focused specifically on the learning style preferences among English majors. Thus, there are research gaps that provide opportunities for further research in the context of language learning style as well as in an online learning setting. For that reason, the researcher intends to find out gender differences in language learning style preferences in online learning settings.

In language learning, an individual can have his or her preferred learning style preferences due to certain factors, such as personal characteristics, as well as ethnic, cultural, and educational background (Kang, 1999). To improve teaching and learning, learning style is increasingly incorporated into the learning of English as a Second Language (ESL) where a lot of research work has been done in this field (Kang, 1999; Wu, 2010; Xiao & Tianjin, 2006; Jhaish, 2010; Karthigeyan & Nirmala, 2013). The role of learning styles in ESL, for example, was illustrated in a study by Putintseva (2006), who argues that when it comes to

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ESL teaching and learning, some approaches to learning styles need to be addressed.

According to some related studies, the learning process is individualistic, which is affected by a person's cognitive ability, physiological state, motivation and emotion, and interaction between the instructional environment and teacher (Keefe, 1987). There are many factors influencing success in reaching learning goals, and one of them is a gender difference. Gender has an important influence on attitude, motivation, and the learning process (Akram & Ghani, 2013). So, from the discussion above, the researcher concludes that the difference in gender, male and female, each of them has different language learning style preferences. Then, it is also assumed that the language learning style might be different in a traditional classroom and online learning settings. In other words, as an English teacher, the researcher needs to explore students' differences. Before the researcher can teach and help them to reach their learning goals, the researcher needs to identify their different language learning style.

As far as the researcher found the information in State Senior High School (SMAN) 4 Bangko Pusako, male and female students always show different attitudes during the online learning process. Most female students are good at writing tasks, accurate in reading, but male students lack it. But, in other conditions, most male students are good at speaking. It is indicating that gender difference (male and female) needs to be explored since it is playing an important role in the online learning process.

In conclusion, the researcher wants to conduct a research about the students'

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## Online learning style preferences entitled **Language Learning Style Preferences: An Analysis on Gender Differences in Online Learning at Senior High School** 4-Bangko Pusako.

### B. Problem

#### 1. Identification of the Problem

Based on the background above, the researcher *identifies* some problems as follows:

1. A lot of research work has been done in investigating general learning style. Why is investigation for language learning style still limited?
2. Learning style preferences were mostly studied in the context of traditional classrooms. Are there any research gaps that provide opportunities for further study on language learning style in the context of online learning?
3. Why do learning style preferences of language learners affect the success of male and female students in writing, reading, and speaking tasks in remote learning?
4. How can gender differences in language learning styles be able to bridge the gender gap in online learning?
5. What is the difference between student's language learning styles in traditional classroom and online learning?

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## 2. Limitation of the Problem

The researcher limits the study to “Language Learning Style Preferences: An Analysis on Gender differences in Online Learning at Senior High School 4 Bangko Pusako.” The limitation is based on some reason. In this paper, the researcher focused on studying language learning style preferences on male and female students in the context of online learning. The researcher will analyze language learning style preferences and the difference between male and female students in the online learning setting.

## 3. Formulation of the Problem

Based on the limitation of the problem stated above, thus, the research questions are formulated in the following questions:

1. What are male students’ language learning style preferences in online learning at Senior High School (SMAN) 4 Bangko Pusako?
2. What are female students’ language learning style preferences in online learning at the school?
3. Is there any difference male and female students’ language learning style preferences different in online language learning?

## Objectives and Significance of the Research

### 1. Objectives of the Research

Based on the research question above, the objective of this research is stated as follows:

- a. To find out male students’ language learning style preferences in online learning at Senior High School (SMAN) 4 Bangko Pusako?

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- b. To find out female students' language learning style preferences in online learning at Senior High School (SMAN) 4 Bangko Pusako?
- c. To find out difference between male and female students' language learning style preferences different at Senior High School (SMAN) 4 Bangko Pusako?

## 2. Significance of the Research

As we know, students, teachers, and educators are just like a triangle form, and every point is connected. There is a rule like "Take and Give" from teacher to student or from student to teacher. And then, this research will help all teachers or educators in the education and learning aspect. The researcher will explain the benefits of study for students, teachers, and educators.

- a. This research will provide a questionnaire that can be used to identify what type of language learner style they are during online learning. The questionnaire will help the students to find the best way to learn an English lesson based on their preferred learning style.
- b. This research will show the differences of students language learning styles based on their gender. Thus, they can have an optimal online learning process.
- c. This case is the current issues in education field especially in online learning during the pandemic. The research about learning style is often done in general and the current study will provide a progress or new finding from previous researchers.



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### 3. Reasons the Title for Choosing

There are some reasons why the researcher in carrying out this reasearch.

This reseach is conducted based on the following reasons.

- a. This title is relevant to the researcher's educational field as a candidate of English teacher.
- b. Previous researchers do not investigate the subject and object of this research yet.
- c. The institution where the research will be conducted gives permission to the researcher in exploring the research subject and object.

### D. Definition of the Term

#### 1. Online Learning

Online learning is education that takes place over the Internet. It is often referred to as "elearning" among other terms. However, online learning is just one type of "distance learning" the umbrella term for any learning that takes place across distance and not in a traditional classroom. Since the pandemic, online learning is the most dominant method in instructional design.

#### 2. Language Learning Style

Language learning style is an 'internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information' (Reid, 1998). In this research, the learning style is investigated in the context of online learning.

### 3. Gender Differences

Gender differences is defined as not only biological but also socially influenced characteristics helping people to identify male and female (Myers, 2002). In this research, the differences indicate the characteristic that help male and female students to learn English in online learning.

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## CHAPTER II

### LITERATURE REVIEW

#### A The Theoretical Framework

##### 1. Definition and Categorization of Learning Styles

In the past, school teaching concentrated on course designs and instructional techniques for teachers, which were considered to be necessary to facilitate successful learning. Over time, we have come to an understanding that the characteristics of the student, the teacher's teaching styles, and the teaching environment profoundly affect teaching quality (Keefe, 1987). The characteristics of a student (in terms of learning styles) apply to the combination of stable cognitive, affective, and physiological states of a person, thus defining the preferred actions of students in terms of how they interpret, respond, and communicate with the environment (see the NASSP concept of learning style, from Keefe, 1987). While in the past "cognitive style" and "learning style" were considered interchangeable terms, a more contemporary understanding of terms suggests that not only cognitive types, but also affective and physiological learning preferences are included in learning styles.

##### 2. The Role of Learning Styles in Learning and Teaching

Individuals with different learning styles also offer preferences to their respective learning styles. However, researchers have pointed out that the preferences of different learning styles do not contribute to different



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intelligence or academic achievement outcomes. For example, Dunn (1990 ) argued that the essence of the material or subject matter was not the cause of learning failure — if a teacher could teach the styles that students are good at, any student could learn effectively. Dunn, Griggs, Olson, Beasley and Gorman (1995) compiled and evaluated 36 studies using Dunn's learning style evaluation methods from 1980 to 1990. The results showed that students exposed to learning environments appropriate for their learning styles received average test grades and learning attitude scores which were three-fourth standard deviations higher than those obtained by students exposed to unsuitable learning environments.

In another study, individuals exposed to learning environments appropriate for their learning styles reported improvement in academic achievement scores (Dunn, 1990). Therefore, if teachers consider the types of learning styles that students have, and if they redesign or modify teaching strategies to include a learning atmosphere that is suitable for students' unique learning styles, this can help to enhance student learning outcomes. Adequate diagnosis of student learning styles has the ability to provide valuable knowledge for educators wishing to improve effective instructional strategies and instructional environments for their students (Keefe, 1987).

### **3. Online Learning**

By far today's most common solution is online learning. According to the Sloan Consortium, online enrollment continues to increase faster than the wider student population and higher education institutions expect the growth

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rate to continue to rise. Some of the key findings over 1.9 million students were studying online in the fall of 2003, schools expect the number of online students to grow to over 2.6 million by the fall of 2004, schools expect online enrollment growth to accelerate — the expected average growth rate for online students for 2004 is 24.8%, up from 19.8% in 2003, the majority of all schools (53.6%) agree that online education is critical to their long-term strategy, a majority of academic leaders believe that online learning quality is already equal to or superior to face-to-face instruction.

A pedagogical shift in how we teach and learn is catalyzed by online learning. There is a change from top-down teaching and passive students to a more engaging, collaborative approach in which students and teachers co-create the learning process. The role of the Teacher is shifting from "sage on stage" to "guide on the side."

#### **4. Language Learning Style**

There are several fundamental theories that explain how a first or second language is obtained, understood, and taught, according to Demerezen (2014), which include behaviorist theory, mentalist theory (Innatism), rationalist theory (otherwise known as cognitive theory), and the theory of interactionism. He also noted that behaviorist and mentalist theories are primarily used for the learning of native languages, while the other two theories may be used for the acquisition of foreign languages. These four fundamental theories of the learning of language, however, are strongly interrelated (Demerezen, 2014).

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From the ESL perspective, English is spoken in a given society as an official language or as a means of communication between people of different nationalities. The second-language learning theories for ESL teaching and learning were discussed by Fitzgerald (1994). Two theories that often dominate the field are the Monitor paradigm and the Cognitive Theory, according to McLaughlin (1984, as cited in Fitzgerald, 1994), out of many theories on second-language learning. The Monitor model, originally developed by Krashen (1977), emphasizes the entire learning environment, which connects learners with the environment, according to Fitzgerald. According to the model, by making attempts to understand and be understood in meaningful contexts, learners learn a new language (Fitzgerald, 1994).

"As for the theory of cognitive learning, it was originated by Piaget (1971) and" it is based on the premise that if learning is to become learner-constructed, meaningful, and founded on prior knowledge, information should be learned and stored for use in the future "(Almasa et al . , 2009, p. 12). As behavioral theory focuses on actions and neglects some cognitive dimensions of learning, they added, psychologists started to emphasize cognition rather than behavior. Learners are seen as thought entities in cognitive learning, whereby learning only takes place when they are interested in the topic to be learned (Atef & Munir, 2009).

For second-language instruction, constructivist theory is also applicable. Lavadenz (2010) said that the synthesis of constructivist and social - cultural theories provides English learners with a strong construct that helps guide



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teaching practices. The learning process occurs when the learner creates information from his or her own interactions in the constructivist learning theory, and then selects, interprets, and analyzes the information with the current knowledge. This learning theory claims that learners do not simply consume and store information, but actively interpret experiences and draw sound independent conclusions, Almasa et al . ( 2009) said. This theory is applicable to this research since it requires ESL learners who are learning, which is one of the main constructivist methods, in an atmosphere with cooperative learning or social interaction. Therefore, based on this theory, language learning is largely a social activity (Li & He, 2012).

### 5. Types of Learning Style

There are many types of styles for learning from various versions. The researcher defines forms of learning styles based on the opinions of experts. The researcher would also point out the distinctions between them in learning styles.

A. Brown (2002) divided learning styles into 2 types based on their practicing skills:

1. Reflective Style: Reflective people usually like to think quiet a lot before making a decision. They need to be certain of the right answer before trying it out. They slowly move ahead in logical steps. They are usually slower readers, who want to make sure that they understand what they are

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reading before continuing. Consequently, they usually make fewer comprehension errors in reading.

2. Impulsive Style: Impulsive learners are faster thinkers. They usually enjoy making guesses. They are also willing to be wrong sometimes. They are usually fast readers since they often ignore words or phrases that they don't immediately understand and just continue reading. While they make more errors in reading, they are often good at guessing the meaning of words and sentences.

B. Neil Fleming (1987) developed learning styles model and complimentary identification instrument. He classified the learners by their preferred of social interaction with others. This model will provide some suggestions for learners who have more than one preference based on VARK Learning Styles Self-Assessment. There are four types of learning styles:

1. Visual images that do not involve writing, visual learners learn best. It is convenient for them to understand graphs and diagrams. By picturing it in their heads, they remember faces and places and tend to recall details. Draw a map if you wish to invite a visual learner to come to your home. After reading the instructions or watching someone else do it first, these individuals will use phrases such as 'show me', 'let's look at that' and will be better able to perform a new activity. In college, it would be reasonably easy for a visual

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learner to "read" a pie chart in a business class or interpret discrepancies between the painting styles of artists (Flemming, 2012, p. 51).

2. Auditory learners do well with hearing information. By listening to them in their heads, they remember words for songs and can recall conversations in detail. These individuals will use phrases such as 'tell me,' let's talk it through,' and after listening to instructions from an expert, they will be better able to perform a new mission. If you want a teacher to come to your place, just tell him or her how to get there. In college, in a variety of courses, an aural learner can recall lecture material and may be qualified to memorize items such as music or lines for a theatrical production (Flemming, 2012, p. 60).
3. Someone who always Read/Write the information love to collect the note from their teachers, textbooks, friends and webpages. They understand what they read and remember it, and they also enjoy writing. Provide written instructions if you want a reading / writing learner to come to your home. College classes have historically been oriented towards the learning style of reading / writing; in most classes, these learners will take notes and benefit from reading them as a study method (Flemming, 2012, p. 64).



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4. Kinesthetic learners learn by doing. Hands-on tasks and experiences in real life help them remember. If you want a kinesthetic learner to come to your home, taking him or her there yourself or getting someone else to do so is the best way. Another way to provide a kinesthetic learner with guidance would be to provide information about what to look for on the way there, making the directions as experiential as possible. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. College classes like science labs, acting, or sports support the strengths of kinesthetic learners. (Flemming, 2012, p. 68).

C. Learning Styles based on Gardner's Theory (1983, p. 9) classified the learners based on how they received information and several tools that help them for achieving the knowledge. The types of learning styles based on Howard Gardner are follows:

1. Verbal-Linguistic: facility in producing language; using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words or to read books together. Tools include computers, games,

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multimedia, books, tape recorders, and lecture (Gardner, 2010, p. 3).

2. Musical: sensitivity to components of music as well as to emotional implications; show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia (Gardner, 2010, p. 5).
3. Logic-Mathematical: ability to reason deductively or inductively and recognize and manipulate abstract relationships; such as analyze problems, detect patterns, perform mathematical calculations, scientific reasoning and deduction and understand relationship between cause and effect toward a tangible outcome or result. They also like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details (Gardner, 2010, p. 4).
4. Visual-Spatial: ability to create visual representations of the world and transfer them mentally or concretely; think in terms of physical space, as do architects and sailors. They

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are very aware of their environment. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, video conferencing, television, multimedia, texts with pictures/ charts/ graphs (Gardner, 2010, p. 7).

5. Kinesthetic: use of one's body to solve problems, make things, and convey ideas and emotions; use the body effectively, like a dancer or a surgeon. They have deep sense of body awareness. They like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, and acting out, role playing. Tools include equipment and real objects (Gardner. 2010, p. 6).
6. Interpersonal: ability to work effectively with others and understand their emotions, goals, and intentions; understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the



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instructor, video conferencing, writing, computerconferencing; E-mail (Gardner, 2010, p. 9).

7. Intrapersonal: ability to understand one's own emotions, goals, and intentions; understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent learners (Gardner, 2010, p. 8).

For this research, the researcher will focus on two types of learning styles from Brown which were reflective and impulsive style.

#### 6. Gender Differences in Online Learning

Gender-based disparities in education have long been recognized in literature as asignificant subject for study, particularly as the number of female online students is growing. The results of this variable are inconclusive on student experience in distance education when evaluating gender-related research. In fact, numerous studies have shown that male and female students experience the online environment differently in many ways, such as performance , motivation, motivation, etc. (e.g. Chyung, 2007; Gunn et al., 2003; Price, 2006; Rovai & Baker, 2005; Sullivan, 2001; Taplin & Jegede, 2001), on the other hand, several results suggested that gender effects are

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insignificant (e.g. Astleitner & Steinberg, 2005; Lu et al., 2003; Ory, Bullock, & Burnaska, 1997; Sierra & Wang, 2002; Yukselturk & Bulut, 2007) . In this research, gender differences in online learning will be investigated the students experience with respect to their performances.

Sullivan (2001) examined the experience of male and female college students in online environments. In terms of versatility, face-to - face engagement, shy and quiet students, self-discipline, and self-motivation, major differences were found between the way male and female students identified the strengths and disadvantages of the online world. Taplin and Jegede (2001 ) analyzed gender differences in factors that lead to online education performance, including organizational areas and the use of research materials, study trust, and independent versus collaborative studies. Another study by Price (2006) found that female online students are optimistic independent students who are engaged academically and may outperform their online male counterparts. Women put greater emphasis on the pastoral aspect of tutoring. Similarly, Chyung (2007) stated that younger male students' exam scores and younger female students' exam scores were significantly different from each other. In addition, Gunn et al. (2003) mentioned that there are gender differences in styles of participation and contribution in computer mediated communication and they found that women posted and read more messages than their male counterparts on the course bulletin board.

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## **Relevant Research**

Research on learning style has been done by some researchers around the world. In other word, this is not the first study which focuses on learning style

1. Meryem Yilmaz-Soylu and Buket Akkoyunlu from Ankara, Turkey (2002). In their research which entitles “The Effect of Learning Style on Achievement in Different Learning Environments”, the researchers used pre-post test for experimental method to find out diversities of learning styles and learning environments of the students. The research objects are 39 students from Department of Computer Education and Instructional Technology, Hacettepe University. The researchers used Kolb’s Learning Style Inventory questionnaire to collect data. They do not find any effects of the different learning style or learning environment on the achievement of students. In other words, it has been clarified that the type of the learning style was not significantly an effective measurement on students’ achievement in different learning environments (Meryem & Buket, 2002, p. 46-48).
2. Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork from San Diego at University of California (2009). In their research which entitles “Learning Styles: Concepts and Evidence”. They knew the term of learning style had large range in education field started from kindergarten to graduate school and at this time was spread to university. Then Harold, Mark, Doug and Robert did an experiment to find necessary criteria for certain learning style, “optimal learning requires that students receive



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instruction tailored to their putative learning style” (Harold, Mark, Doug & Robert, 2009, p. 105). From the experiment, the researchers concluded that a student who received instructional method which matched with the learning style shown better demonstration than a student who received different instructional method than her or his learning style. Before Harold, Mark, Doug and Robert did the research, the researchers found three types of learning styles hypothesis, first, “the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information” (Dunn & Dunn, 2008, p. 109). Second, “the learner’s preferred modes of perception and processing” (Kolb, 1984-1985, p. 47). And the last one, “the fit between [people’s] learning style and the kind of learning experience they face” (Hay Group, n.d., p. 11). The finding of their research proved even individual classified as a visual learner, he can take some advantages from verbal instruction and it available for another types of learner.

3. Jennifer Perna from Eastern Michigan University (2011). She did a study entitled Learning Styles and Their Effect on the Learning of Students. For fourth semester students, the study was held in an American government class. Jennifer asked them to sit with a peer and give them a particular topic. Then they would share their idea and hear about the idea of the peer; they shared their idea with a large group at the end of the experiment. The elected student spoke about their idea and he or she might be asked about the idea by other students. The result of the research indicates that every

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student has their own unique learning style which should be understood. The central purpose of Jennifer's research is to make lecturers aware that their students learn differently and to share strategies to address these different needs (Jennifer, 2011, p. 13-33).

4. Shuib and Azizan from Universiti-Sains Malaysia (2015). They did a study entitled Learning Style Preferences among Male and Female ESL Students in Universiti-Sains Malaysia. This study sought to identify whether there are differences in learning style preferences between male and female students who undertook ESL courses at the University Sains Malaysia(USM). They were selected to gather data on the respondents' learning style preference due to its validity, widespread use, and suitability to the scope of the study. The responses gathered from FSLSM (Felder-Silverman Learning Style Model) were tallied and assessed for gender the difference in LSP. Results indicated that there is a strong representation of visual learners from both male and female respondents. On the other hand, the respondents, irrespective of the gender difference, are well-balanced in the dimensions of sensing/intuitive, active/reflective, and sequential/global. In addressing the gender difference, it was found in this study that there is no significant difference between male and female ESL students in their preferred learning styles on each of the FSLSM dimensions.

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### C. Operational Concept

Operational concept definition that is used in scientific research to prevent confusion and misinterpretation. Syafi'i (2007) points out that it will assist the researcher in calculating each variable by obtaining operational definitions from relevant theoretical concepts for all variables in the study title that should be functional and empirical. In this case, the research was analyzed male and female students' online language learning style preferences at Senior High School 4 Bangko Pusako. This research deals with correlation between two variables. They are: variable X is gender differences in online learning. Variable Y is language learning style preferences.

Indicators of language learning style preferences (Brown, 2002)

1. Students quiet a lot before making a decision.
2. Students need to be certain of the right answer before trying it out.
3. Students are also willing to be wrong sometimes.

Indicator of gender differences in online learning (Taplin & Jegede, 2001)

1. Students can lead to online learning performance.



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## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

The design of this study was quantitative descriptive research, and the data was presented numerically. Creswell (2017) defined that quantitative research as involving statistical data and objective measures to comprehend and illustrate a phenomenon. Furthermore, a research design is selected to plan, create, and carry out the research to maximize the validity of the findings (Creswell, 2017). Specifically, this research will use a descriptive quantitative design. A descriptive quantitative design is one that collects quantitative data at one point in time. Descriptive statistics allow a researcher to describe a particular situation through numerical data and to find trends within the research context (Roni, Merga & Morris, 2020).

#### B. Time and Location of the Research

The research was conducted at Senior High School 4 Bangko Pusako. It is located on Rokan Hilir, Balam KM. 20 Bangko Pusako. It was conducted on January 2021.

#### C. Subject of the Research

The subject of this research was the students of Senior High School 4 Bangko Pusako.

#### D. Object of the Research

The object of this research was to study male and female language

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learning style preferences in online learning.

## E. Population and Sample

### 1. Population

According to Ary, dkk.(1985, p.138),' All members of the community are members of Well-defined persons, events or objects of the class.' And Sugiono said that "Population is a general field consisting of: object/subject with a certain quality and characteristic selected and concluded by the researcher" (Sugiono, 2013, p.80). (Sugiono, 2013, p.80). The population of this research was the students of Senior High School 4 Bangko Pusako who are studying English lesson. There are about 601 students, 223 male and 378 female as the population.

### 2. Sample

In this study, the researcher used purposive sampling to obtain the sample. According to Hadi (1990:75) Sampling is the ways of doing to get sample. Sampling was constituted to choose some of individual process in research so they or individual as a voluntary. The purpose of sampling is using some of individual to get information about population. Sampling is the way to take sample

In this research sampling technique was used to take sample is purposive sampling. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

24 According to Riyanto (2001:81) stated that the technique of

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research was orientation on choosing sample that population and the purpose was specific from research is knowing by researcher in the very beginning. With purpose sampling the researcher can choose the sample those that representative and get represent of population.

The researcher chose 100 students of 601 students, there 50 male students and 50 female students of Senior High School 4 Bangko Pusako.

## F. Technique of Data Collection

In this research, one method used to collect data. It is a questionnaire and the researcher was descriptively interpreting the information.

### Questionnaire

Questionnaire is one of popular techniques to collect data since they “can be objectively scored and analyzed” (Oxford, 1990, p. 199). Questionnaire is held by giving some written questions or statements to the object or respondent of research.

The researcher adapted a questionnaire to discover language learning style from Strategies for Success (A Practical Guide to Learning English) by Brown (2002).

### Blue Print of Questionnaire

	How fast or slow I usually am when I...	Scale
1	Read books, magazine, and newspaper in English on websites	1 2 3 4 5
2	Read online textbooks, articles, and reports in English, in my academic field	1 2 3 4 5
3	Write an essay or composition in English during online learning	1 2 3 4 5
4	Take online multiple choice test in English	1 2 3 4 5



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5	Answer online test in English that ask for written sentences or paragraphs	1 2 3 4 5
6	Answer a direct question to me from the teacher, in my online English Class (through WA group, Google Classroom, etc.)	1 2 3 4 5
7	Raise my hand when the teacher asks a question in my English class through Zoom meeting	1 2 3 4 5
8	Volunteer to say something in online class, when the teacher has not asked me in Zoom meeting	1 2 3 4 5
9	Speak up in a small group in English, in Zoom meeting	1 2 3 4 5
10	Answer a question in English from someone outside my online English class (through WA group, Google Classroom, etc.)	1 2 3 4 5

(Adapted from Brown, 2002)

Explanation:

- 1 *Very fast*
- 2 *Fast*
- 3 *In between*
- 4 *Slow*
- 5 *Very slow*

## G. Validity and Reliability

### 1. Validity

Validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Validity is, therefore, “the most fundamental consideration in developing and evaluating tests (Gay, Mills, Airasian, 1992). In this research, the researcher will use content validity. Content

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validity is the degree to which a test measures an intended content area. Content validity requires both item validity and sampling validity. Item validity is concerned with whether the test items are relevant to the measurement of the intended content area. Sampling validity is concerned with how well the test samples the total content area being tested. For example, a test designed to measure knowledge of biology facts would have good item validity if all the items are relevant to biology but poor sampling validity if all the test items are about vertebrates.

Content validity is determined by expert judgment (i.e., content validation). There is no formula or statistic by which it can be computed, and there is no way to express it quantitatively. Often experts in the topic covered by the test are asked to assess its content validity. The researcher was adopted the questionnaire from A Practical Guide to Learning English by Brown (2002).

## 2. Reliability

Reliability in quantitative research is essentially a synonym for dependently consistency and reliability over time, over instrument, and over groups of respondent. In this research, the researcher will use test-retest reliability. This reliability test can also take a long time to calculate correlations for. Depending upon the length of time between the two tests, this could be months or even years.

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**Test-retest reliability coefficients** (also called coefficients of stability) vary between 0 and 1, where:

**Table III.2**

Level of Reliability		
No	Reliability	Level of Reliability
1	1	Perfect
2	$\geq 0.9$	Excellent
3	$\geq 0.8 < 0.9$	Good
4	$\geq 0.7 < 0.8$	Acceptable
5	$\geq 0.6 < 0.7$	Questionable
6	$\geq 0.5 < 0.6$	Poor
7	$< 0.5$	Unacceptable
8	0	No

Then the researcher needed to continue the research by finding the level of reliability of the research as following table bellows:

**Table III.3**

Reliability Statistics	
Cronbach's Alpha	N of Items
,850	10

Based on the table above the score of reliability was 0.850. The score was categorized as reliability number 3 ( $\geq 0.8 < 0.9$ ). It can be concluded that the level of reliable.

#### H. Technique of Data Analysis

After collecting data, the researcher was analyzed those data based on student's questionnaire by using simple formula as follows (Hasan, 2003, p. 231):

$$P = \frac{f}{n} \times 100\%$$

P = Percentage



f Frequency

n Number of sample

100% = Constant value

Percentage's form above is to find out the average of student's learning style in English classroom. Then in the end, the results from students' questionnaire will be calculated in SPSS using the function above. The writer used SPSS 20, and analyzed the data by used "frequencies" option. Next the writer was differentiated both of result from students' questionnaire based on students' gender in English class.

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## CHAPTER V

### CONCLUSION

#### A. Conclusion

This research was conducted to find out male and female students' language learning style preferences in online learning, and then to find out the extent of the male and female students' language learning style preferences different at Senior High School 4 Bangko Pusako. The researcher concluded that both male students are impulsive learner and female students are impulsive learner also in majority.

Then, Male and Female students language learning style preferences were not different. 46% male students and 42% female students are reflective learner category, then 52% male students and 58% female students are impulsive learner. Impulsive students are faster readers, they are good at guess the meaning of word sentence in online learning. For the reflective students are slower reader who want to make sure that they understand are reading before continuing.

#### B. Suggestion

Based on the conclusion that was stated above, the researcher would like to offer some suggestion. The researcher offers some suggestion as follows:

1. For students, the researcher suggests they should be aware of their learning styles. Following that, students can inform their teacher about

their preferred learning style in order to be more effective in online English learning.

2. For teacher, the researcher suggests it is better for the teacher to be able to identify the students' learning style in online learning English, because there are differences in the way students learn. Besides that teacher should also use various learning models and the variety of media support for the learning process. Media that can attract students' attention, students will more easily understand the material and be able to develop their critical thinking.

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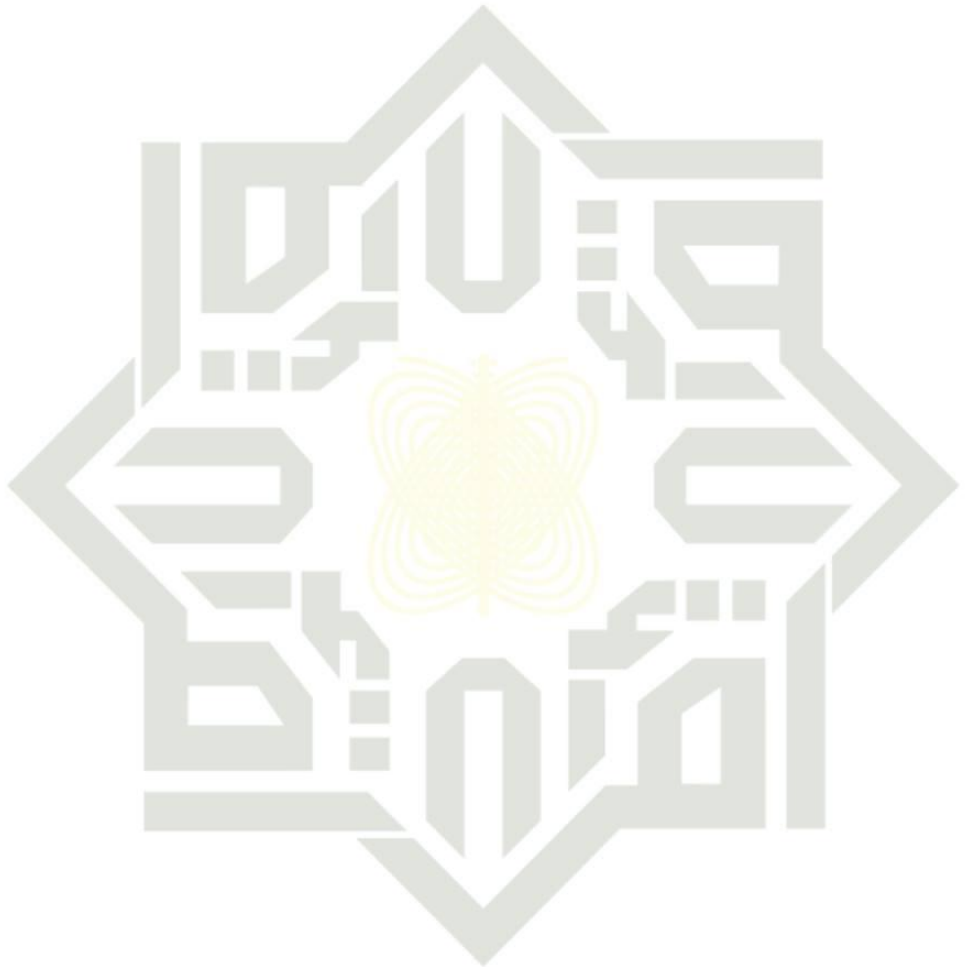
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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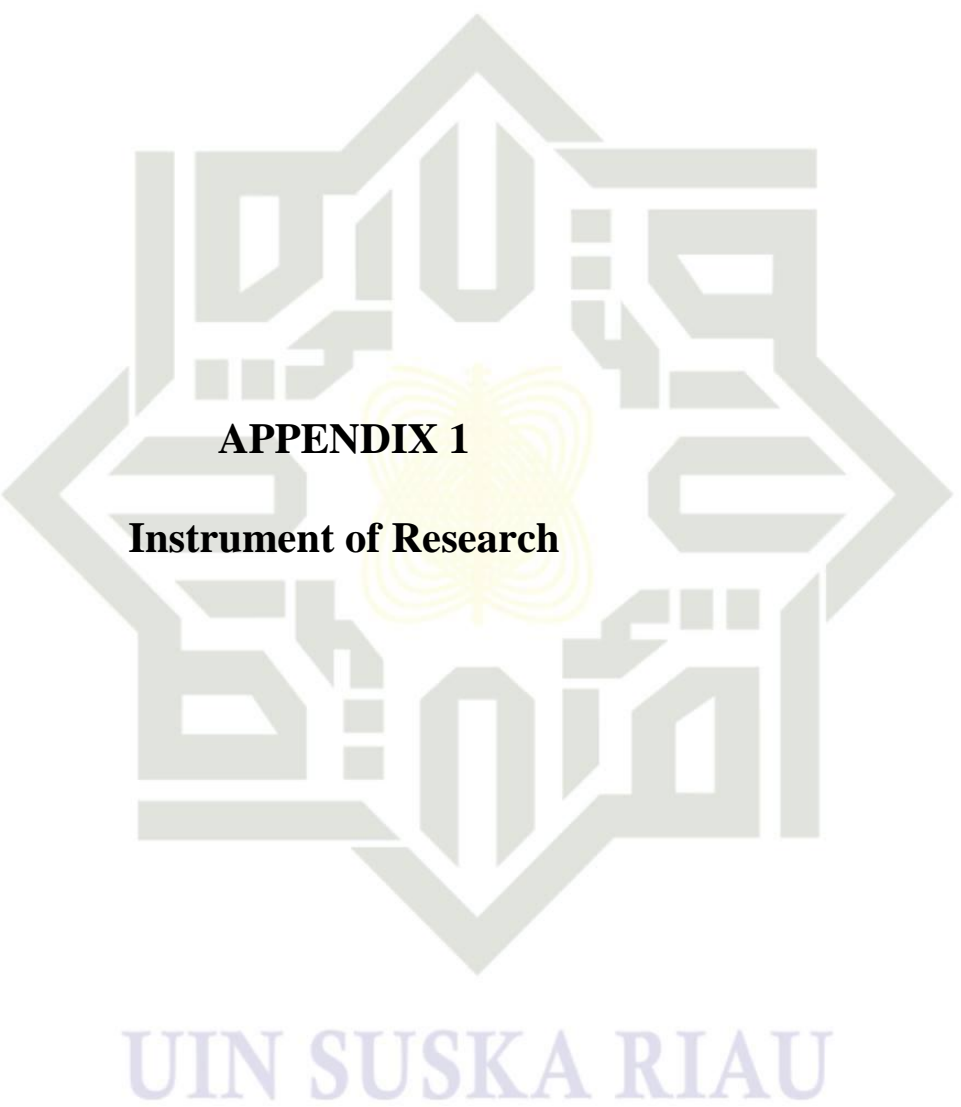
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State Islamic University of Sultan Syarif Kasim Riau

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## APPENDIX 1

### Instrument of Research

#### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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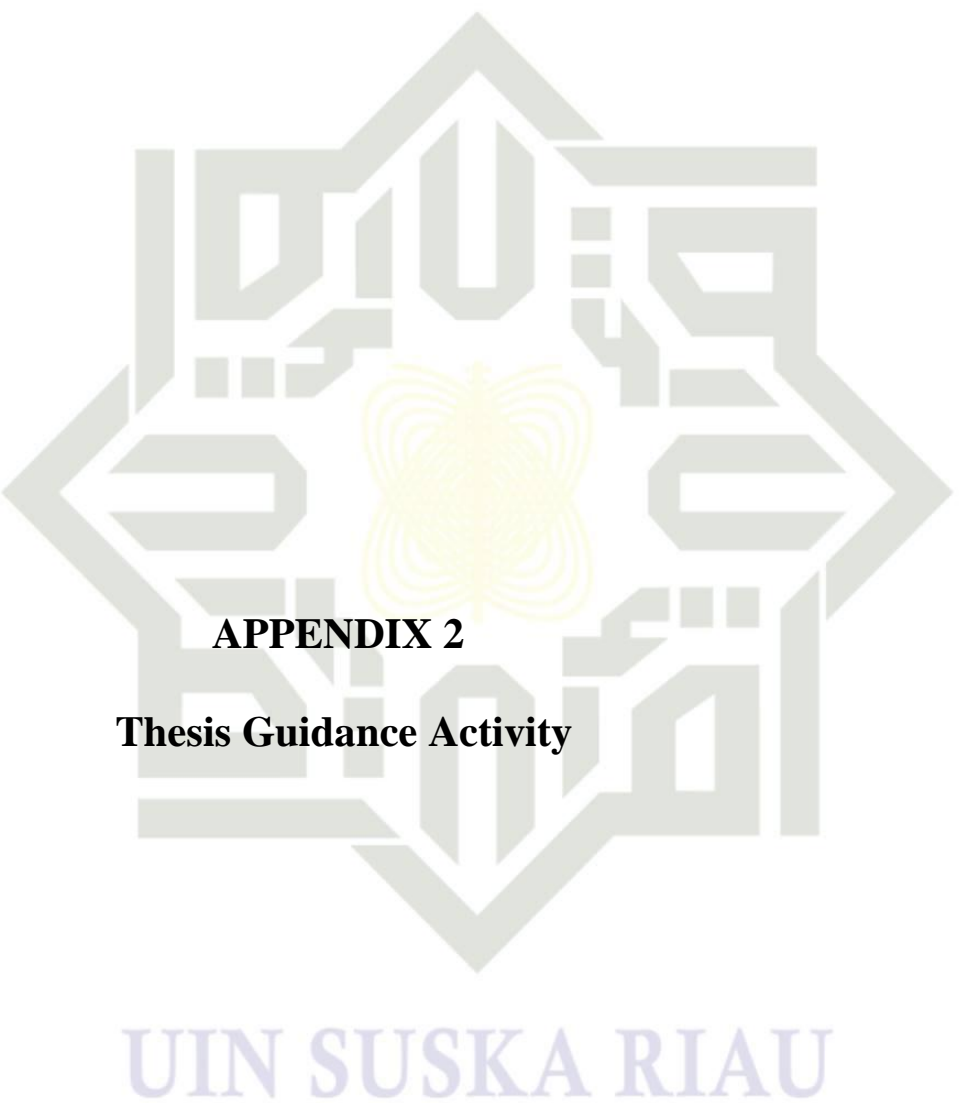
## INSTRUMENT

You are invited to take part in a research study conducted by Dini Rizkia Novianti, a student of the English Education Department, Tarbiyah and Teacher Training Faculty, Sultan Syarif Kasim Riau Islamic University. The purpose of this study was to determine the differences in learning styles between male and female students at SMA Negeri 4 Bangko Pusako.

### Blue Print of Questionnaire

No	How fast or slow I usually am when I...	Scale
1	Read books, magazine, and newspaper in English on websites	1 2 3 4 5
2	Read online textbooks, articles, and reports in English, in my academic field	1 2 3 4 5
3	Write an essay or composition in English during online learning	1 2 3 4 5
4.	Take online multiple choice test in English	1 2 3 4 5
5.	Answer online test in English that ask for written sentences or paragraphs	1 2 3 4 5
6.	Answer a direct question to me from the teacher, in my online English Class (through WA group, Google Classroom, etc.)	1 2 3 4 5
7.	Raise my hand when the teacher asks a question in my English class through Zoom meeting	1 2 3 4 5
8	Volunteer to say something in online class, when the teacher has not asked me in Zoom meeting	1 2 3 4 5
9	Speak up in a small group in English, in Zoom meeting	1 2 3 4 5
10	Answer a question in English from someone outside my online English class (through WA group, Google Classroom, etc.)	1 2 3 4 5

(Adapted from Brown, 2002)



## **APPENDIX 2**

### **Thesis Guidance Activity**

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State Islamic University of Sultan Syarif Kasim Riau

#### **Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/6232/2019  
Sifat : Biasa  
Lamp. : -  
Hal : **Pembimbing Skripsi**

Pekanbaru, 08 April 2019

Kepada  
Yth. Dodi Settiawan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

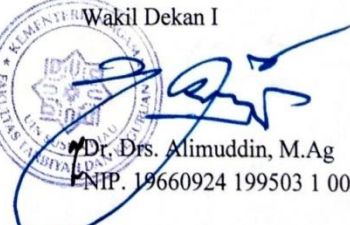
Nama : DINI RIZKIA NOVIANTI  
NIM : 11614200837  
Jurusan : Pendidikan Bahasa Inggris  
Judul : A COMPARATIVE STUDY ON LEARNING STYLE PREFERENCES  
BETWEEN MALE AND FEMALE STUDENTS AT SENIOR HIGH  
SCHOOL (SMAN) 4 BANGKO PUSAKO  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

  
Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
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Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

### PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Dini Rizkia Novianti  
Nomor Induk Mahasiswa : 11614200837  
Hari/Tanggal Ujian : Senin, 30 November 2020  
Judul Proposal Ujian : Language Learning Style Preferences : An Analysis on Gender Differences in Online Learning at Senior High School 4 Bangko Pusako  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M.Ed.	PENGUJI I		
2.	Robi Kurmiawan, MA.	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Pekanbaru, 8 Desember 2020  
Peserta Ujian Proposal

Dini Rizkia Novianti  
NIM. 11614200837





**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
SMA NEGERI 4 BANGKO PUSAKO**



Alamat : Jl. H. Zulkaini, Bangko Sempurna Km.20 Kode Pos : 28995  
Email : [smn4bangkopusako@gmail.com](mailto:smn4bangkopusako@gmail.com) Telpon : 085271288121  
NSS : 301091010052 NIS : 300520 NPSN : 10497417  
**Akreditasi A**

**SURAT KETERANGAN**

Nomor : 422/SMAN4-BP/10/2021/427

Kepala SMA Negeri 4 Bangko Pusako Kecamatan Bangko Pusako Kabupaten Rokan Hilir Provinsi Riau dengan ini menyatakan bahwa :

Nama : **Dini Rizkia Novianti**  
NIM : 11614200837  
Semester/Tahun : IX (Sembilan)/2020  
Jurusan/Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah Dan Keguruan  
Universitas : Universitas Islam Negeri Sultan Syarif Kasim RIAU

Nama diatas telah kami setuju untuk melaksanakan Prariset di sekolah SMAN 4 Bangko Pusako sebagai syarat penyusunan Penelitian.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

Bangko Sempurna, 4 Januari 2021  
Kepala SMAN 4 Bangko Pusako

**Dedy Junaidi, S.Pd., M.Pd**  
NIP. 19730226 200604 1 002







PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, **24 FEB 2021**

Nomor : 071/Disdik/1.3/2021/ 2777  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

Kepada  
Yth. Kepala SMA Negeri 4 Bangko Pusako

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/38435 Tanggal 5 Februari 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **DINI RIZKIA NOVIANTI**  
NIM : 116142008370  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : **LANGUAGE LEARNING STYLE PREFERENCES: AN ANALYSIS ON GENDER DIFFERENCES IN ONLINE LEARNING AT SENIOR HIGH SCHOOL 4 BANGKO PUSAKO**

Lokasi Penelitian : SMA NEGERI 4 BANGKO PUSAKO

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

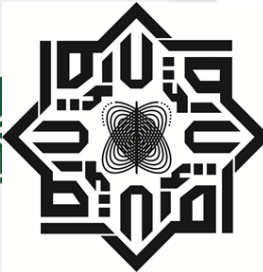
An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS



**Dr. Eng. YUSRI, S.Pd., S.T., M.T**  
Pembina Tingkat I  
NIP. 19661231 199102 1 007

Tembusan:

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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: Un.04/F.II.4/PP.00.9/14208/2020

Pekanbaru, 01 Desember 2020

: Bisa

:-

: **Mohon Izin Melakukan PraRiset**

Kepada

Yth. Kepala Sekolah

SMA Negeri 4 Bangko Pusako

di

Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DINI RIZKIA NOVIANTI  
NIM : 11614200837  
Semester/Tahun : IX (Sembilan)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

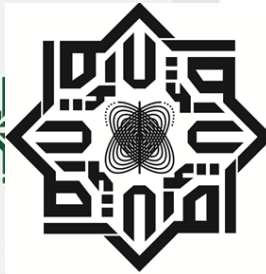
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

UIN SU

a.n. Dekan  
Wakil Dekan III  
  
Dr. Drs. Nursalim, M.Pd.  
NIP. 19660410 199303 1 005





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: Un.04/F.II/PP.00.9/1091/2021  
: Basa  
: 1 (Satu) Proposal  
: **Mohon Izin Melakukan Riset**

Pekanbaru,03 Februari 2021 M

Kepada  
Yth. Gubernur Riau  
C. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DINI RIZKIA NOVIANTI  
NIM : 11614200837  
Semester/Tahun : IX (Sembilan)/ 2021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau


ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Language Learning Style Preferences: An Analysis on Gender Differences in Online Learning at Senior High School 4 Bangko Pusako

Lokasi Penelitian : SMA Negeri 4 Bangko Pusako

Waktu Penelitian : 3 Bulan (03 Februari 2021 s.d 03 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan  
  
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau



# PEMERINTAH PROVINSI RIAU

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

### REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-Riset/38435  
T E N T A N G

#### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Pengumuman Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 004/FI/PP.00.9/1091/2021 Tanggal 3 Februari 2021**, dengan ini memberikan rekomendasi kepada:

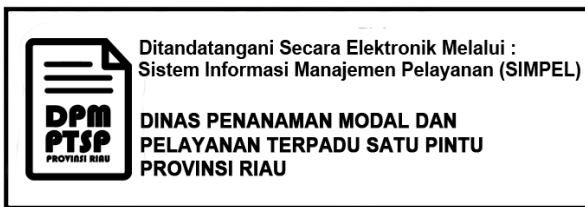
1. Nama : **DINI RIZKIA NOVIANTI**
2. NIM/KTP : **116142008370**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **LANGUAGE LEARNING STYLE PREFERENCES: AN ANALYSIS ON GENDER DIFFERENCES IN ONLINE LEARNING AT SENIOR HIGH SCHOOL 4 BANGKO PUSAKO**
7. Lokasi Penelitian : **SMA NEGERI 4 BANGKO PUSAKO**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 5 Februari 2021



#### Tembusan :







#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang bersangkutan

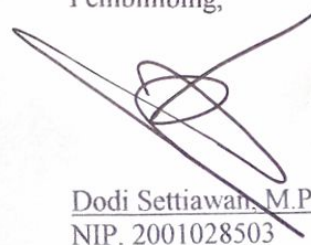


**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

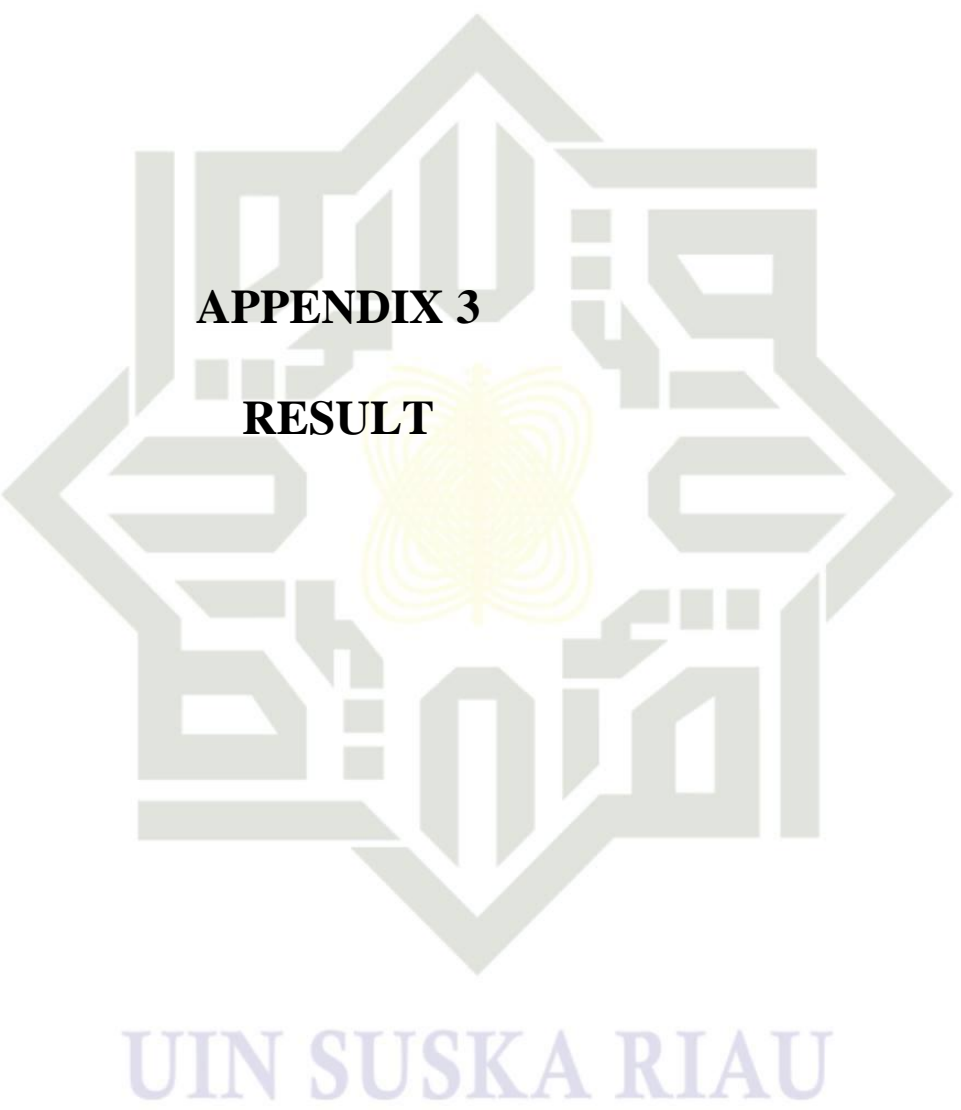
1. Jenis yang dibimbing : Skripsi
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dodi Settiawan, M.Pd
  - a. Nomor Induk Pegawai (NIP) : 2001028503
3. Nama Mahasiswa : Dini Rizkia Novianti
4. Nomor Induk Mahasiswa : 11614200837
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	21 Oktober 2020	Acc Judul		
2.	2 November 2020	Revisi Bab 1-3		
3.	3 Desember 2020	Bimbingan Instrument		
4.	31 Maret 2021	Bimbingan Mengolah Data		
5.	11 Juni 2021	Revisi Bab 4-5		
6.	23 Juni 2021	Approved to Join Munaqasyah		

Pekanbaru, 23 Juni 2021  
Pembimbing,



Dodi Settiawan, M.Pd.  
NIP. 2001028503



## APPENDIX 3

### RESULT

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### Result of Male Students

Nama	item 1	item2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10
Rio erlangga	3	3	4	3	2	4	3	4	4	4
Rio pernando	4	2	1	1	1	4	3	2	1	1
Teddi Yanto	2	2	2	2	2	2	2	2	2	2
Andhika putra	2	2	4	2	4	4	1	2	4	2
Stipen Syahputra Manullang	4	4	4	3	4	4	4	3	3	3
Ibnu Agil Baskoro	3	5	4	1	2	4	4	4	2	5
Andri Diansah	4	4	4	4	4	4	4	4	4	4
Sahat Maruli Tua Manurung	2	3	3	3	3	3	2	3	1	3
RIKY EFENDI	4	3	4	2	4	4	4	2	4	4
Mubaroah syahid abdila	3	4	4	1	5	2	2	3	2	3
Sabam The Boy Gultom	4	2	4	4	2	2	2	2	4	1
M.Taufiq AL- Khatami	3	2	4	3	2	3	4	3	3	3
Kurni Irfansah	3	3	3	3	5	5	5	3	3	3
MUHAMAD ERSYAD HIDAYAT	4	4	4	3	4	4	4	4	3	4
Sardiy	1	1	1	1	1	1	1	1	1	1
Dio Syaputra	1	1	1	2	1	2	1	1	2	1
Gunawan rangkuti	5	3	3	3	3	3	3	3	3	3
NUR HABIB HANAFI	4	4	5	4	4	3	2	4	2	4
DEDI NATA KURNIAWAN	2	3	4	3	3	3	2	2	3	3
Kurniawan Erwinsyah	1	2	2	5	1	2	2	5	2	4
Tri Afriadi Sanjaya	2	3	3	3	2	2	2	3	2	3
Ihsan	2	2	4	4	4	3	2	4	2	2
M irwan	4	2	3	2	3	2	4	3	4	2
Freudi Pratama	1	2	2	2	3	3	1	1	4	4
Aditya dwifah reza	3	3	3	2	2	4	3	2	2	2
Wawan kurniawan	3	4	3	2	3	4	2	3	3	3
Yosef Fernando Pardede	3	4	3	4	3	3	4	4	4	3
Aditya Dwifah Reza	3	3	4	3	5	1	5	2	4	1
Fevri efendi tampubolon	1	1	1	2	2	2	2	2	3	2
Yunus Saputra	1	2	3	3	3	2	2	2	3	2
Ukurmintu Sinurat	3	4	4	4	4	3	4	4	3	4
Uki bayu pratama	1	2	3	3	2	2	1	1	2	2
Suneliyanto yunet	1	2	2	2	2	2	2	2	2	2
Wiranto Silitonga	4	3	3	3	4	3	4	4	3	3
Trio Nurhidayah	2	4	3	2	2	5	4	2	2	2
Saldu Ramadan	4	2	3	2	3	3	3	3	3	3
Roni andika	2	3	3	3	3	4	3	4	2	3
Ridwan	2	4	4	2	4	3	4	5	3	4
Rendi andika	1	2	3	2	2	3	1	3	2	2
Randi Trianto	2	3	3	2	2	2	3	2	3	2

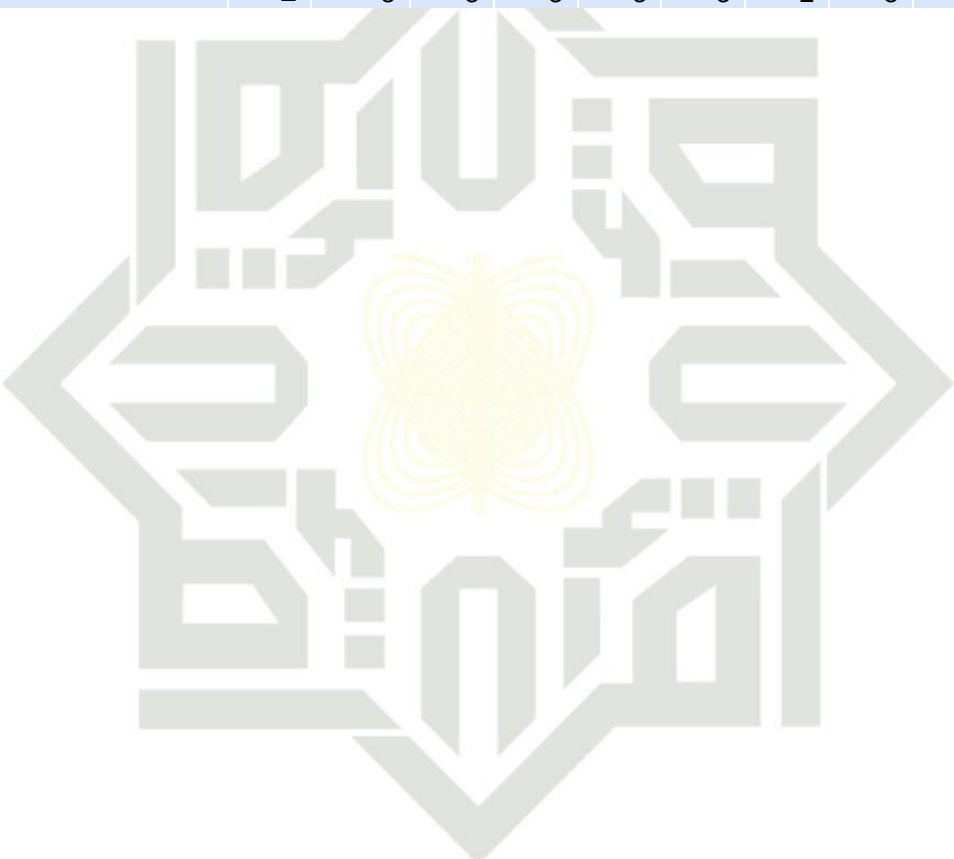
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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

M. Damri	2	3	3	4	3	2	3	2	2	2
Joko Saputra	2	2	3	2	2	2	3	3	2	2
Iqbal Dimas	1	3	4	3	3	3	3	2	2	2
Heri Susilo	3	4	3	4	3	3	3	3	2	2
Riki Hermawan	2	2	2	2	2	2	2	2	2	2
Yusril amri	4	5	1	3	4	4	2	4	2	5
Rizky Mahendra	2	3	3	3	2	3	3	4	4	4
Shidiq Prayogi	4	4	4	3	4	4	4	4	2	3
Rahel herianto	3	3	3	3	3	3	3	3	3	3
Marwan	2	3	3	3	3	3	2	3	2	3



UIN SUSKA RIAU



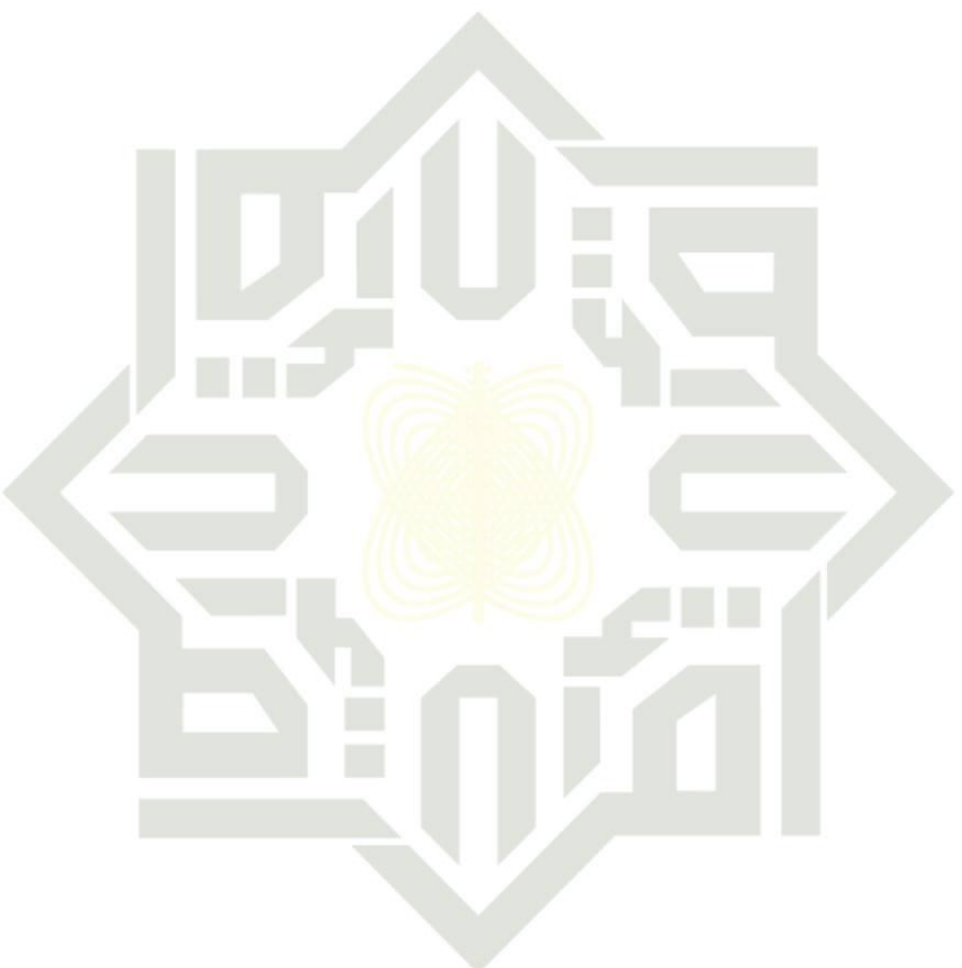
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### Result of Female Students

Name (Nama)	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10
Fahra Adelia Syahila	2	2	3	2	2	4	4	4	2	3
Mariani	4	3	4	4	4	4	3	2	4	2
Juliana	3	4	4	3	2	3	3	2	3	3
Ersa dewi lestari	3	3	3	3	3	3	3	3	3	3
Nur Nilam Sari	3	4	4	4	4	3	3	5	4	4
Shella Anggraini	3	3	1	3	1	3	3	2	2	2
AGNES ROMAYANI										
SIMARMATA	4	2	4	4	4	2	4	4	4	4
RIZKY AYU RAMADHANI	2	3	5	4	4	4	4	5	5	5
Icha octaviana Tindaon	3	2	2	1	2	2	3	4	3	2
WINDY DAMAIYANTI	5	2	2	2	5	4	2	2	4	1
Intan alfira	1	1	4	1	2	2	3	5	2	2
Alsifa hasanah	4	4	4	5	2	2	4	4	4	4
Finna aprilia arieska	4	3	3	4	3	4	4	3	3	3
Indah Kurnia Sari	4	4	4	2	2	2	4	3	4	3
Suci astuti	2	1	2	1	4	2	2	1	1	1
Dini pratiwi	3	4	4	4	2	3	3	3	3	3
Elviana	4	3	2	4	4	4	4	5	3	5
lin nurhalimah	2	4	4	3	3	2	4	4	4	2
ESTER JELITA										
SIGALINGGING	2	2	3	3	4	4	3	3	2	2
ADINDA FEBRIANI	3	3	4	3	3	3	3	3	3	4
Dwi Arini	2	2	2	4	2	4	2	2	2	2
Dewi Tiara	3	4	4	5	4	4	3	3	3	3
Deda sasmita sinaga	2	3	3	2	3	2	3	3	3	4
Rifka syani simanjuntak	4	2	3	1	3	2	3	3	2	2
Mustika Sari	2	2	3	3	4	3	4	2	2	4
MURI IZAHRI	3	2	2	2	2	4	2	3	2	2
Dwy purniawaty	2	2	3	3	4	3	3	4	3	3
Dwi novitasari	3	3	2	2	2	1	3	2	2	3
Windasari syahdia	2	3	2	3	2	2	2	2	3	3
Musvita Ayu	4	3	3	3	4	3	3	4	4	3
Adinda Rizfa Izzati	2	4	4	3	3	2	2	2	2	2
Hanna lestari	1	1	1	3	1	1	1	1	1	1
Zubaidah Br. Munthe	3	2	3	2	3	3	2	2	3	2
Vera Ayu Setiawati	4	4	3	3	4	4	3	4	3	4
Uci rut yulia manalu	3	1	2	3	3	2	1	2	2	3
Nara	1	2	2	2	1	1	1	2	2	1
Wulan syahdia	3	3	2	2	3	3	3	2	2	2
Hukma Lauli	2	1	4	3	2	5	4	2	2	2
Suci Ramdani	3	3	4	3	3	4	2	3	2	4
Pri Wulandari	2	2	3	1	3	3	3	2	1	2
Rita anisa	4	2	2	4	2	4	3	2	3	3
Reva asti, perempuan, x ipa 1	2	2	2	2	3	3	2	1	2	2
Moselita sinaga	1	3	2	4	5	4	5	2	2	5

4	4	3	3	2	2	4	4	3	2
3	2	2	2	2	4	2	2	2	2
4	4	1	5	3	4	1	4	2	3
2	2	2	3	3	3	2	2	3	2
2	2	2	2	3	3	2	3	2	2
2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	3	2	2	2



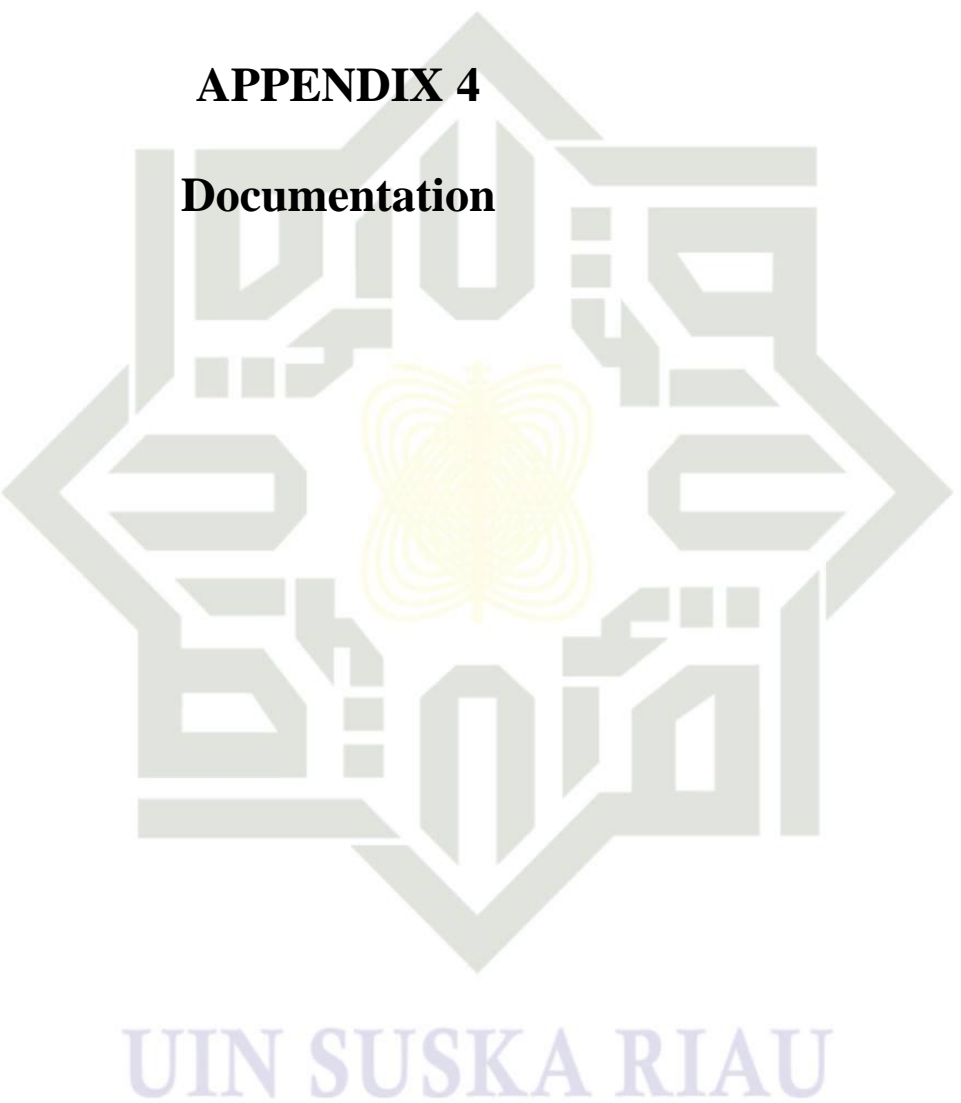
UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## APPENDIX 4

### Documentation



#### Hak Cipta Dilindungi Undang-Undang

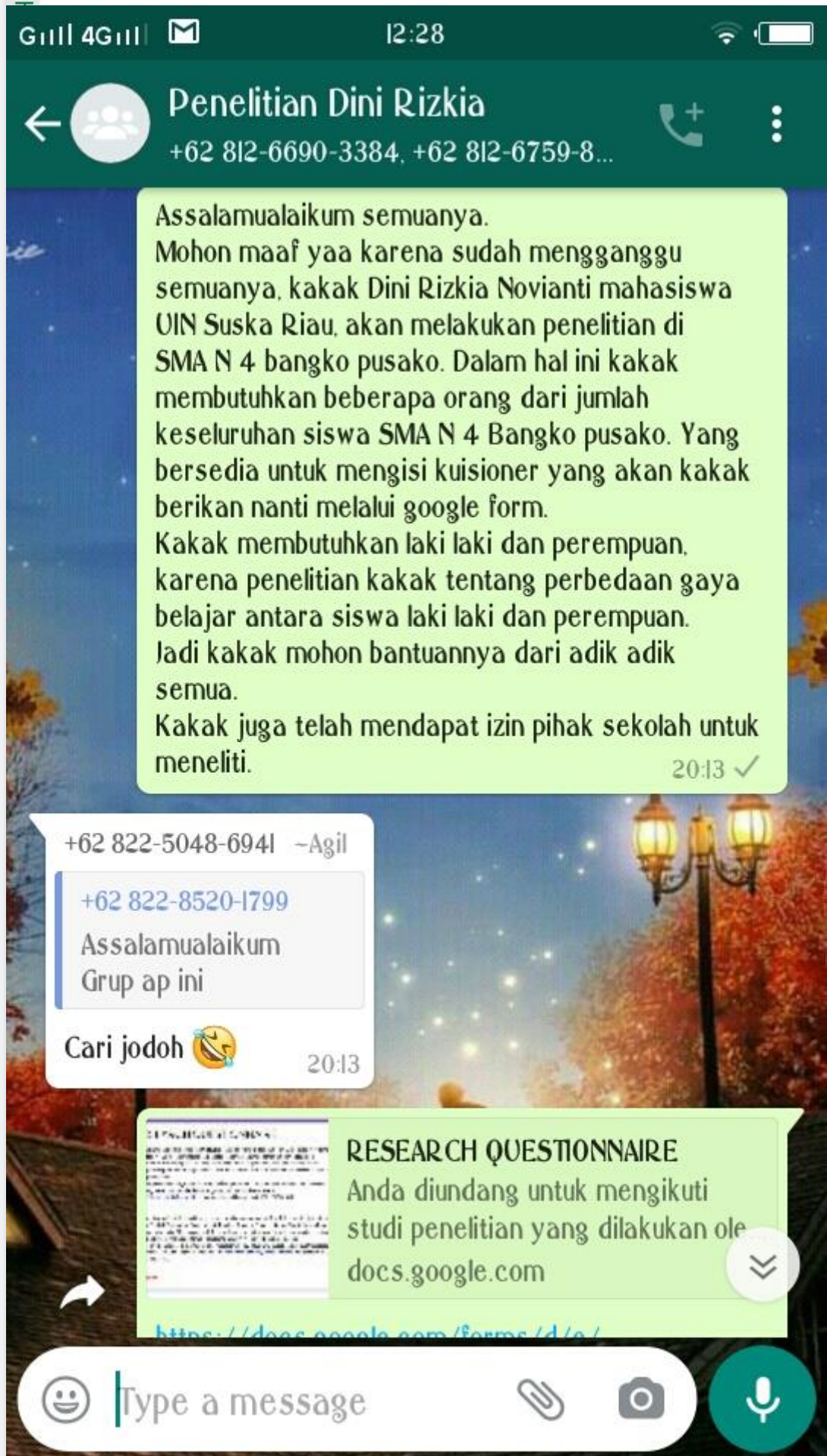
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

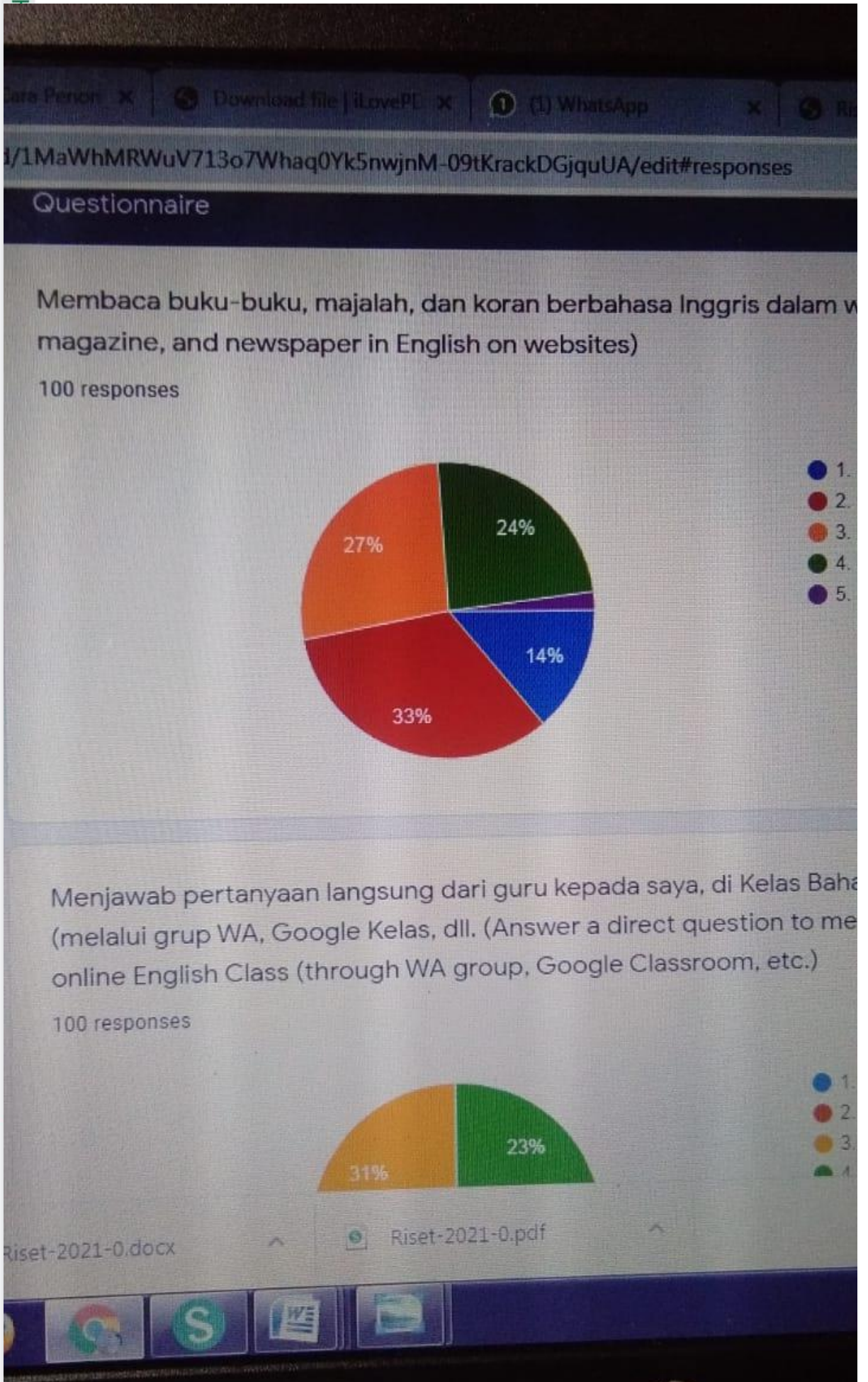






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2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





### Curriculum Vitae

Dini Rizkia Novianti was born on November 2<sup>nd</sup> 1998 in Perbaungan, North Sumatera. She is the first daughter of Mr. Suriadi and Mrs. Ruri Lestari. She has one brother. His name is Bima Alwibi Ramadansyah. She finished study at State

Elementary School 015 Karya Sempurna and continue her school to State Junior High School 6 Bangko Pusako. And then, she finished her study at State Senior High School 4 Bangko Pusako. Then, at year 2016 she continued her study at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau to fulfill requirements for undergraduate Degree in English Education.

She conducted the research in January 2021 by the thesis entitled “Language Learning Style Preferences: An Analysis on Gender Differences in Online Learning at Senior High School 4 Bangko Pusako”

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.